1995

The Relationship between Academic Self-Concept, Locus of-Control, Social Interdependence, and Academic Achievement Among African-American College Students

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THE RELATIONSHIP BETWEEN ACADEMIC SELF-CONCEPT, LOCUS-OF-CONTROL, SOCIAL INTERDEPENDENCE, AND ACADEMIC ACHIEVEMENT AMONG AFRICAN-AMERICAN COLLEGE STUDENTS

A THESIS SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL IN CANDIDACY FOR THE DEGREE OF MASTER OF ARTS

DEPARTMENT OF COUNSELING PSYCHOLOGY

BY

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CHICAGO, ILLINOIS

MAY, 1995

ACKNOWLEDGEMENTS

The author expresses her sincere appreciation for the support, guidance, and continued encouragement throughout the entirety of this project given by Dr. V. Scott Solberg in his position as director of this thesis committee. I also give thanks to Dr. Suzette Speight, faculty committee member, for her valuable time and contribution. I am especially grateful to Dr. LeRoy Reese, Assistant Professor at Chicago State University for giving me access to the respondents for this study.

Special thanks goes to my husband, brother, and parents who provided me with motivation and inspiration to continue on. Finally, a personal tribute goes out to my mother, without whose words of wisdom and encouragement, I would not have gotten this far. This thesis is done in remembrance of my mother, Ms. Carolyn Gail Giles.

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CHAPTER I

INTRODUCTION

According to the National Center for Education Statistics [NCES](1994), African-American students have been found to experience higher college attrition rates and lower levels of academic performance than their white counterparts. In 1984, 1,124,000 African-Americans were enrolled in college whereas 8,764,000 Whites were enrolled in college. This number fell to 1,116,000 for African-Americans and rose to 8,786,000 for Whites in 1989 (NCES, 1994). Because of this trend, research was and is still being conducted in order to determine those variables involved in academic achievement among African-American students (Graham, 1989; Gerardi, 1990). Out of that research, variables such as academic self-concept and locus of control were found to have some influence on academic achievement. "Academic self-concept refers to a student's perception of his or her academic abilities . . . "(House, 1992. p. 5). Graham (1989) refers to locus of control as stable, generalized beliefs about personal responsibility for outcomes. More recently, studies performed by Johnson and Norem-Hebeisen (1979) and by Jagers (1992) have revealed that cooperative interdependence, a dimension of social interdependence, is also related to academic performance. Social interdependence is

comprised of three dimensions; cooperation, competition, and individualism.

For the most part, these variables have all been studied separately or in pairs (i.e. academic self-concept and academic achievement; locus of control and academic achievement; social interdependence and academic achievement; etc.). In addition, the comparison groups used in the past were interracial as opposed to intraracial; African-American students were compared to their White counterparts. Baldwin and Hopkins (1990) argue that cross-cultural/comparative research assumes the predominance of Euro-centric culture as the "standard" by which all are to be measured. Perhaps by conducting an intraracial study where the focus is on the African-American culture, this assumption can be eliminated.

According to research conducted on academic performance, lower academic achievement rates among African-American students are related to lower academic self-concept (Spaights, Kenner & Dixon, 1986; Gerardi, 1990; House, 1992; Strein, 1993), an external locus of control (McGhee & Crandall, 1968; Messer, 1972; Gordon, 1977), and lower competitive and individualistic attitudes (Jagers, 1992; Johnson & Norem-Hebeisen, 1979). Triandis, McCusker, and Hui (1990) note that individualism is high in the United States, Britain, and Britain-influenced countries whereas collectivism is high in continents such as Africa. "Certain values such as achievement, pleasure, and competition are emphasized by the individualists more than by collectivists, whereas family,

integrity, security, obedience, and conformity are valued more by collectivists" (Triandis, et al., 1990, p.1008). According to Baldwin and Hopkins (1990), the African-American Worldview reflects cooperative and collective responsibility. Therefore, it would follow that, according to their culture, African-American students would be more cooperative and not as competitive as White students.

Few studies have examined the relationship between academic achievement, academic self-concept, locus of control, **and** social interdependence among African-American college students. Fewer studies have specifically examined these variables at a predominately African-American college. By conducting a non cross-cultural/comparative study, it is hoped that the variables found to be related to academic achievement will be more culturally relevant than in previous studies.

One of the main objectives of this study was to examine the extent to which academic self-concept, locus of control, and social interdependence could predict academic performance among African-American college students. More specifically, the purpose of this investigation was to explore the psycho-social variables affecting academic performance among African-American college students in an effort to determine those variables that are most culturally relevant to the academic performance of African-American college students.

CHAPTER II

LITERATURE REVIEW

The following literature is divided into several areas of research needed for the formulation and investigation of the present study. These main areas include the following: academic self-concept; the attitude toward competitive, cooperative, and individualistic interdependence in educational settings; the factors of internal-external locus of control. This section terminates with a discussion of the reviewed literature as well as hypotheses based on the literature review.

Academic Self-Concept

Academic self-concept is formed as a result of prior judgments, perceptions, and feedback of his or her academic abilities which is influenced by school performance, the school environment, and one's interpretation of those experiences (Gerardi, 1990; House, 1992; Strein, 1993). Academic self-concept is rooted in the self-concept theory. This theory, developed by Shavelson, Hubner, and Stanton (1976), Byrne (1984), and Shavelson, and Bolus, (1982) consists of four differing models. In order to gain insight into the academic self-concept construct, a level of self-concept, a brief description of the four models, Nomothetic, Taxonomic, Compensatory, and Hierarchical, follow. The Nomothetic model is

considered to be the traditional model and " . . . is viewed as a unidmensional, overarching construct in which a global positive or negative view of one's self pervasively affects one's behavior in a wide variety of situations" (Strein,1993, p. 274). The Hierarchical model is "domain-specific" and unlike the nomothetic model, has a multidimensional view of self-concept. Because of its generalizability to other genders and cultures, the hierarchical model is **the** chosen model used to explain the construct of self-concept.

Strein (1993) identifies the distinctive feature of the Taxonomic model:

> The taxonomic model is closely related to the hierarchical model as it also depicts self-concept as a multifaceted construct in which academic self-concept is simply one of any number of components . . . In contrast to the hierarchical model, the various components would expect to be weakly related, if at all (p. 278).

The Compensatory model is marked by compensating for weakness in one area by overachieving in another. More specifically, increasing self-perceptions in one area to account for realistically perceived weaknesses in another area. The above discussion of the four models of self-concept will prove to be useful in Chapter V.

A multitude of research has been conducted on the relationship of academic self-concept to academic achievement. Numerous

studies (Hansford and Hattie, 1982; Lyon and MacDonald, 1990) found academic self-concept to be related to school performance. However, other studies (Byrne, 1986; Bachman and O'Malley, 1986) revealed opposite findings; that academic self-concept was not related to school performance. Studies performed on minority students yielded somewhat more consistent findings. Gerardi (1990) noted that several studies found high academic self-concept is related to high academic performance.

In another study, Brookover and Passalacqua (1982) suggested that self-concept of ability changes from reference group to reference group. They also reported that minorities in minority schools reported higher estimates of self-concept of abilities than did whites in predominately white schools. High academic self-concepts seems to be advantageous to academic performance regardless of race or ethnicity.

Despite the conflicting results on the relationship of academic self-concept to academic achievement, the consensus suggests the importance of this construct. Little research has been conducted in this area on African-American college students in predominately African-American colleges. But, the research that does exist seems to reveal that academic self-concept is an important factor in academic performance. With this in mind, a recapitulation of important considerations for the academic success of African-American students suggest the process of identifying academic self-concept as a major factor in academic achievement needs to be examined further.

Scales of Social Interdependence and Academic Success

The scales of social interdependence was developed by Johnson and Norem-Hebeisen (1979) to assess attitudes toward three different kinds of interdependence in academic settings. These three dimensions include cooperative, competitive, and individualistic interdependence and can be defined as follows: Cooperative interdependence occurs when people work together to achieve a common goal; Competitive interdependence occurs when people do not work together to achieve a common goal; Individualistic interdependence occurs when people work independently of one another to achieve a common goal.

Most of the previous literature on cooperation has focused on the learning styles of students (Haynes & Gebreyesus, 1992; Jagers, 1992). These studies ask subjects to perform certain task(s) in a cooperative, competitive, or individualistic setting. Afterwards, the subjects are asked to complete the survey containing the cooperative, competitive, and individualistic scales. This investigation seeks to learn more about the attitudes African-American student possess toward cooperative, competitive, or individualistic interdependence, not the learning styles. Therefore, they are not asked to perform any tasks before the survey is administered, nor are their learning environments changed. As a result, this investigation will rely on the literature that discusses the culture of African-Americans.

Jagers (1992) noted that a motif emphasizing cooperation and mutual interdependence exists in the literature on African-American

experiences. The communal values of the African-American culture speaks of the importance of sharing. The survival of the community is grounded in the co-existence of one's identity. To have a separate identities would destroy the framework, value, and life of the community. This theme is indicative of the worldview paradigm posited by Baldwin and Hopkins (1990).

The worldview of African-Americans echo's the notion of humanity-nature unity, or oneness. In keeping with that worldview, African-American values accentuate cooperative and collective responsibility (Baldwin & Hopkins, 1990). This worldview highlights the fundamental importance of interdependence. With the worldview of African-Americans in mind, one can infer that African-American students would be more likely to report attitudes toward cooperative interdependence as opposed to competitive or individualistic interdependence.

Locus of control

Julian Rotter is considered to be the father of locus of control. He was the first to develop a scale that measures this non-cognitive, personality, construct. . . . "Locus of control refers to stable and generalized beliefs about personal responsibility for outcomes" (Graham, 1989, p. 47). Individuals with internal locus of control tend to accept responsibility for their failures and accept praises for their successes while individuals with external locus of control tend to blame others for their failures and do not accept responsibility for their successes. An internal locus of control is

considered to be a positive, normal, attribute whereas an external locus of control is considered to be a negative, abnormal attribute (Baldwin & Hopkins, 1990).

The original Rotter Internal-External (I-E) scale has been criticized due to its failure to accurately measure perceived control. The scale was originally formulated to measure a unidimensional construct (perceived control), but was later found to be a multidimensional construct as a result of factor analyses. Graham (1985) looked at nine studies that used Rotter's I-E scale and found that five of the studies revealed Whites to be more internal than Blacks. The remaining four showed no race differences in locus of control. It has been argued that the I-E scale measures four independent dimensions including, (a) political or powerful others; (b) chance, fate, or luck; (c) internal or personal control; and (d) just or unjust world (Ashkanasy, 1985).

Gurin, Gurin, Lao, and Beattie (1969) found two independent dimensions that account for a majority of the variance in Rotter's I-E scale. These dimensions are personal control and control ideology. It was found that African-American students who were internal on the personal control achieved greater academic sucess than those who were external. Perceived internality on the control ideology dimension was found to not be related to greater academic success among African-American students (Graham, 1989). But, in the landmark Equality of Educational Opportunity Study (EEOS), it was reported that perceived control is a better predictor of African-American school achievement than any other variable studied,

including school, teachers, and family factor's (Coleman, Campbell, Hobson, McPartland, Wood, Weinfeld, & York, 1966).

In essence, studies which use Rotter's original formulation of the I-E scale as a measure of a unidimensional construct does not adequately reflect the true perceived internal locus of control of African-Americans. African-American students could be highly internal on a certain construct within Rotter's I-E scale, but since this construct was not identified, African-American students are perceived to be more external in nature than may actually be true.

Crandall, Katkovsky, and Crandall (1965), developed the Intellectual Achievement Responsibility Scale. This scale contains items that are related to school achievement, and more importantly, measures the personal control construct. This measure is very helpful in identifying the actual personal control construct among African-American students in relation to academic achievement.

Conclusion and Predictions

The present investigation seeks to extend the findings of previous studies by performing a non cross-cultural study of the relationship between academic self-concept, social interdependence, and locus of control to academic achievement among African-American college students.

Based on the above extant literature related to African-American academic performance, the following variables of academic self-concept, social interdependence, and locus of control were utilized to test the following predictions. First, it was

predicted that a high academic self-concept, an attitude toward cooperative interdependence, and high internal positive (accept responsibility for success) and high internal negative (accept responsibility for failures) scores would predict high levels of academic achievement as measured by self-reported G. P.A. scores. Second, it was predicted that a low academic self-concept, and attitudes toward competitive and individualistic interdependence would predict lower levels of academic achievement as measured by self-reported G.P.A. scores.

CHAPTER III

METHODOLOGY

Participants

Subjects were 101 African-American college students at a predominately African-American University in an urban Midwestern, city. The subject pool was 17.5% male (n =18) and 80.6% female (n = 83). Two students did not respond to this question. Students were divided among class levels as follows: 38 were freshman (36.9%), 28 were sophomores (28%), 23 were juniors (22.3%), and 13 were seniors (12.6%). One student did not respond to this question. The average age of these students is 25.175 with a standard deviation of 2.696. The age of these students range from 18 to 56 with a mode age of 20. Six students did not report their age.

Students completed a consent form and were not given extra credit or any other incentives for their participation in this study. See Appendix A for a copy of the consent form.

Procedure

Professors from the university administered the survey to the students. An instruction page was administered with the survey and informed the students to complete it as thoroughly as possible, of how long it would take to complete (approximately 45 minutes), and

that a sign up sheet will be provided after the completion of the survey if results of the study are wanted.

Instruments

Background Information Questionnaire. A brief questionnaire from a larger study was presented to subjects. Only the questions which asked their gender, year of birth, class standing, their ethnicity, and G.P.A. (self-reported) were used in this study. (see Appendix B).

Scales of Social Interdependence (SSI). The SSI (Johnson & Norem-Hebeisen,1979) is a measure designed to assess attitudes toward competitive, cooperative, and individualistic interdependence between oneself and others in educational settings. There are three subscales such as Cooperation (Coop), Competition (Comp), and Individualism (Ind). This 26-question survey uses a 5-point Likert-type scale format ranging from 1 = strongly disagree to 5 = strongly agree; the higher the score, the stronger the level of cooperative, competitive, or individualistic attitude. Johnson and Norem-Hebeisen, (1979) reported alpha coefficients of .84 for the cooperation scales, .85 for the competition scales, and .88 for the individualism scales. In addition, a negative relationship was reported between cooperation and individualism scales ($r = -.60$). See Appendix C for a copy of the Scales of Social Interdependence.

Academic Self-Concept Scale (ASCS). The ASCS was developed by Reynolds, Ramirez, Magrina, and Allen (1980) to assess how positively one feels about his/her academic ability. This 40-item

scales uses a 4-point Likert-type format ranging from 1 = strongly disagree to 4 = strongly agree. Scores can range from 40 to 160; the higher the score, the stronger the level of academic self-concept. Reliability estimates were found to be .92 with a test-retest reliability of .82 (Reynolds, 1988). The ASCS was also found to correlate with G.P.A., r =.52; Rosenberg Self-Esteem Scale, r =.45; SAT scores, r =.05 - .15. A copy of the ASCS can be found in Appendix D.

Intellectual Achievement Responsibility (IAR-Adult Form.

The IAR questionnaire (children form) was originally developed by Crandall, Katkovsky, & Crandall (1965) to asses children's beliefs that they, as opposed to others, are responsible for their intellectual-academic successes and failures. Later, Crandall (1982) created an adult form of this same questionnaire and used it in a study conducted on adult college students. Results from the Crandall study with adult college students revealed the following internal consistency data: internal positive = .68; internal negative = .61; internal total = .75. This questionnaire, which consists of 34 forced-choice items with each item describing either a positive or a negative achievement experience, is used in this study. The scale yields two separate subscores, one for belief in internal responsibility for success (I+) and one for belief in internal responsibility for failures (I-). A score of zero is given for an incorrect response and 1 point is given for a correct response; the lower the score, the higher the degree of externalizing responsibility for successes and/or failures. Persistence and more

effort in intellectual tasks seem to be positively correlated with a higher internal positive score. (McGhee and Crandall, 1968). See Appendix E for a copy of the IAR-Adult form questionnaire.

Hypotheses

Based on the findings of previous research, several hypothese were put forth. First, it was hypothesized that a high academic self-concept, an internal locus of control (high on both internal positive and internal negative scales), and a cooperative attitude would predict high levels of achievement as measured by self-reported G.P.A. scores. Second, it was hypothesized that competitive and individualistic attitidue would not significantly predict academic achievement as measured by self-reported G.P.A. Lastly, it was hypothesized that a high academic self-concept would be a significant predictor of academic achievement as measured by self-reported G.P.A.

CHAPTER IV

RESULTS

The purpose of this chapter is to present the results of the analyses that was performed on the data. Following are the descriptive data on the variables and the hypotheses.

Descriptive Data

The results reveal a self-reported average G.P.A. of 2.86 with a SD of .56. Average scores were significantly high for cooperation and for accepting responsibility for successes (I+).

A summary of the means and standard deviations of the criterion variable self-reported G.P.A. and predictor variables academic self-concept, locus of control, and social interdependence are provided in Table 1.

Table 1

Means and Standard Deviations for all Variables

Variables	Mean	SD	Potential Range	Obtained Range
GPA	2.86	.56	2.00 - 4.00	2.00 - 4.00
ASCS	105.19	8.20	40.00 -160.00	63.00- 127.00
COOP	28.83	3.95	7.00 - 35.00	18.00 - 35.00
COMP	24.09	5.66	8.00 - 40.00	7.00 - 40.00
IND	32.32	4.50	11.00 - 55.00	17.00 - 40.00
I+	14.26	2.30	0.00 - 17.00	5.00 - 17.00
I -	11.31	2.47	0.00 - 17.00	4.00 - 17.00

An analyses of variance was conducted to asses for possible gender and class differences on all predictor and criterion variables. There were no significant differences by gender or class.

Reliability coefficients were calculated for the Scales of Social Interdependence, the ASCS inventory, and the IAR subscales. The internal consistency measures for cooperation, competition, and individualistic scales were .84, .85, and .88 respectively. The internal consistency measures for internal positive and internal negative scales were .68 and .61 respectively. The Cronbach alpha calculated for the ASCS was .91.

The correlation matrix of the predictor and criterion variables are displayed in Table 2.

Table 2

Correlation Coefficients for all Variables

	GPA	Comp	Ind	Coop	I-	I+	ASCS
GPA	--	.2661**	.2120*	-.0635	-.0836	.2129*	-.1571
Comp			.2859**	.1335	.0848	.0173	.2455*
Ind				-.1599	.2365*	.1048	.1974*
Coop					.0708	.0714	.1795
I -						.4474***	-.1053
I+							-.1475
ASCS							- -

* p< .05; **p< .01; ***p< .001 (2-tailed)

G.P.A. had a significant positive correlation with Individualistic and Competitive attitudes and with Internal positive scores on the IAR scale ($r = .21$, $p < .05$; $r = .27$, $p < .01$; $r = .21$, $p < .05$) respectively and an insignificant negative correlation with ASCS inventory ($r = .16$) . Competitive attitudes had a positive significant correlation with Individualistic attitudes and the ASCS inventory ($r = .29$, $p < .01$; $r = .25$, $p < .05$) respectively. Individualistic attitudes had a positive significant correlation with Internal negative scores on the IAR scale and the ASCS inventory ($r = .24$, $p < .05$; $r = .20$ $p < .05$) respectively. In addition, the Internal positive and Internal negative scores on the IAR scale were highly interrelated ($r = .45$, $p < .001$). No variables were significantly correlated with Cooperative attitudes.

Hypotheses

The purpose of this study was to determine the extent to which academic self-concept, locus of control, and social interdependence could predict academic performance among African-American college students. In order to determine this, a simultaneous multiple regression analysis was performed. All of the variables account for 25% of the variance [$F(6,92) = 5.34$, $R^2 = 25.82$, $p < .05$]. Table 3 represents the results of this regression.

Table 3:

Summary of Regression Analysis for G.P.A.

Variable	Beta	F	p<
ASCS	-.264	4.794	.0078**
Comp	.297	9.349	.0029**
Coop	-.026	.074	.7869
Ind	.223	4.794	.0311*
I+	.294	8.476	.0045**
I -	-.317	9.312	.0030**

*p< .05; **p< .01

The findings from the simultaneous multiple regression suggest that contrary to the hypothesis, attitudes toward cooperative interdependence in educational settings is not a significant predictor of self-reported G.P.A. The findings also suggested that high internal positive and high internal negative scores are not significantly predictive of self-reported G.P.A. A high internal negative score seems to significantly predict lower

self-reported G.P.A. among African-American students in this study. More specifically, externalizing responsibility for failures (low internal negative score) may be advantageous to the subjects in this study. In addition, despite research to the contrary, findings in this study suggest that a lower academic self-concept is predictive of a higher self-reported G.P.A.

Further discussion on these results, implications for future research, and limitations to this study will be referred to in the next chapter.

CHAPTER V

DISCUSSION

The purpose of this study was to examine the extent to which Academic Self-Concept, Locus of Control and Social Interdependence could predict G.P.A. among African-American college students. Self-reported G.P.A.'s were used in this investigation. The results as they relate to the hypotheses and relevant literature, limitations, and practical implications for future research will be discussed.

Academic Self-Concept and G.P.A.

Results of this investigation are inconsistent with previous literature (Jordan, 1981; Reynolds, 1988) that implies that a strong positive relationship exists between academic self-concept and academic performance. It was hypothesized that there would be a significant positive relationship between Academic Self-Concept and the criterion, G.P.A., but the results revealed that academic self-concept was not significantly predictive of G.P.A. African-American students, in this investigation, tended to report lower G.P.A.'s and high Academic Self-Concepts.

A closer look at the different Self-Concept models tend to support this kind interpretation. The Compensatory Self-Concept model, described in an investigation by Strein (1993), could account

for this result. This model is based on the premise that to make up for realistically perceived weaknesses in one area, students enhance their self-perceptions in another. Perhaps, to account for their "perceived" weakness in grade performance, the respondents enhanced their view of themselves as a student. This finding sheds new light on the Academic Self-Concept construct. A high academic self-concept may not always relate to high academic achievement.

Cooperation, Competition, Individualism and G.P.A.

Based on the African-American Worldview Paradigm (Baldwin & Hopkins, 1990), it was hypothesized that African-American students would possess attitudes toward cooperative interdependence in academic settings. The results of this investigation were inconsistent with the hypothesis and previous literature. Students seemed to possess an attitude toward competitive interdependence between themselves and others in academic settings. It was found to be significantly related to high academic performance ($r = .267$, $p < .001$). Attitudes toward individualistic interdependence was also found to be related to high academic performance. Attitudes toward cooperative interdependence was not significantly related to academic achievement.

Socialization processes could be one explanation of these results. College-level students could be more socialized toward competitive and individualistic attitudes than high-school or

middle-school students. Self-reported G.P.A. could also explain these results. Lastly, their attitudes toward competitive interdependence could be influenced by their environment. Previous studies (Haynes & Gebreyesus, 1992; Jagers, 1990) yielded a higher score on attitudes toward cooperation when their subject's environment was a cooperative one. Perhaps the setting the subject is in influences their particular attitudes at that time.

Locus of Control and G.P.A.

Previous investigations suggested that high academic performance was more related to high internal locus of control rather than high external locus of control (McGhee & Crandall, 1968; Messer, 1972). The results of this investigation are somewhat inconsistent with the findings in previous investigations.

Students who accepted responsibility for their successes tended to report higher levels of academic achievement. But, students who accepted responsibility for their failures tended to report lower levels of academic achievement (i.e. a negative relationship between internal negative scores and self-reported G.P.A.). Contrary to popular belief, high internal scores did not necessarily mean high academic performance.

In addition, these results reveal that both internal and external locus of control are important indicators of academic achievement among African-American students. More importantly, externalizing responsibility for failures is significantly related to higher reported levels of academic achievement.

Limitations

There are several limitations in this investigation that could account for some of the unexpected results. Self-reported G.P.A.'s is a major limitation. In an effort to maintain anonymity, this study relied on students own reports of their G.P.A. The result of this self-report could be inflated or exaggerated G.P.A. scores. Since self-reported G.P.A.'s are not representative of actual performance, the results of this study may only be useful in interpreting perceived academic performance.

Moreover, since 81% of the respondents involved are female, and the study was conducted at an urban, Midwestern, predominately African-American university, the results are only generalizable to the afore mentioned population.

The obtained range of scores on the Academic Self-Concept Inventory and the Cooperative Attitude scale could also be a limitation of this investigation. The obtained range for the academic self-concept inventory was 63.00-127.00 and the potential range was 40.00 - 160.00. The scores fell within the middle range with no scores on either the low or high extreme. The cooperative attitude scale revealed scores in the 18.00 - 35.00 range. The potential range of scores that could be scored are 7.00 - 35.00. The scores on this scale fell in the high range. Due to these restrictions, an underestimation of the true degree of association between academic self-concept, cooperative attitude, and self-reported G.P.A. are highly likely. More importantly, this could result

in an underestimation of the predictability of these variables on self-reported G.P.A.

Implications for Future Research

The aim of this investigation was to determine the degree of predictability academic self-concept, social interdependence, and locus of control has on G.P.A. Due to conflicting, yet significant results, this investigation has many important implications for future research.

First, a replication of this study with a balance of African-American males and females and with actual G.P.A. scores is suggested. Perhaps actual G.P.A. scores will change the findings of this investigation. In addition, results of a study by Johnson and Norem-Hebeisen(1979), reveal that attitudes toward cooperative, competitive, and individualistic interdependence change as one develops socially and cognitively. But, these studies fail to compare African-American secondary students with post-secondary African-American students. Perhaps such a study could provide more insight into the attitudes toward cooperative, competitive, and individualistic interdependence among African-American students.

Finally, the results suggest a new way of looking at locus of control. An extensive probe into the area of Internal-External Locus of Control among African-Americans needs to be conducted in order to determine which or if both parameters of locus of control are actually beneficial. Internal and External traits seem to be a

positive, normal, and advantageous trait for African-Americans.

APPENDIX A

STUDENT CONSENT FORM

Dear Student:

My name is Valerie Kuykendall and I am a graduate student in the Community Counseling Program at Loyola University Chicago. I am currently working on my Master's thesis which is investigating issues related to college achievement. By volunteering to complete this survey in class, you will be contributing to the body of empirical knowledge in educational psychology concerning African-American college students. This survey is confidential and anonymous and will take about 45 minutes to complete. Please answer each question honestly based upon your experience. Your grade in the course will not be effected by this survey and your willingness to complete this survey will be greatly appreciated. You are also free to discontinue this survey at any time.

If you are interested in the results of this study, a sign up sheet will be passed around. Put your name and address down and I will mail the results to you.

Thank You!!!!!

Valerie Kuykendall

Master's Student

Community Counseling Program, Loyola University Chicago

APPENDIX B

BACKGROUND INFORMATION

What is your gender? (Circle One) Male Female

What is your year of birth?

What is your class standing? (Circle One) Freshman Sophomore Junior Senior

What is your relationship status? (Circle One)

Single Living with partner Single Parent Married Widowed Separated Divorced

Where are you currently living? (Check only one answer)

_____ Home with family (2 parents)
_____ Home with family (1 parent)
_____ Renting (apartment, home, condo)
_____ Residence Hall/Dorm
_____ Other

Members currently living in household (Please check spaces that apply and indicate numbers where applicable):

_____ Father

_____ Mother

_____ Brother(s)(#_____)

_____ Sister(s) (#_____)

_____ Own Children(#_____)

_____ Extended Family(#_____)

_____ Stepfather

_____ Stepmother

_____ Stepbrother(s)(#_____)

_____ Stepsister(s)(#_____)

_____ Stepchildren(#_____)

What is the highest level of education obtained per parent? (Check only one answer)

Father	Mother
_____	_____Grammar school or less (1-8 years)
_____	_____Some high school (9-11 years)
_____	_____High school graduate (12 years)
_____	_____Some college
_____	_____Two-year associates or technical degree
_____	_____College graduate (bachelors degree)
_____	_____Some graduate study
_____	_____Received graduate degree

Please indicate your father's ethnicity:_____

Please indicate your mother's ethnicity:_____

Please indicate your ethnicity:_____

On the average, what is your cumulative G.P.A. (on a 4.0 scale) at Chicago State University?

_____ G.P.A.

What type of student do you perceive yourself to be? (check one that applies)

_____ A (excellent) student

_____ B (above average) student

_____ C (average) student

_____ Below C (below average) student

How many classes have you missed during this past year due to reasons other than medical?

_____(number of classes)

On the average, how many hours per week did you work at either an on-campus or an off-campus job during your first year at Chicago State University?

On-campus job)s):_____hours per week

Off-campus job(s):_____hours per week

While growing up, how did your family's income, status, and educational level compare to others in your: (circle one)

	more advantages	equal advantages	fewer advantages
neighborhood	1	2	3
community	1	2	3
state	1	2	3
country	1	2	3

At present, how did your family's income, status, and educational level compare to others in your: (circle one)

	more advantages	equal advantages	fewer advantages
neighborhood	1	2	3
community	1	2	3
state	1	2	3
country	1	2	3

APPENDIX C

SCALES OF SOCIAL INTERDEPENDENCE

Directions: Please indicate your level of agreement or disagreement with the following statements (circle only one):

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I would rather work on school work alone than with other students.	1	2	3	4	5
In class it is important that we learn things by ourselves.	1	2	3	4	5
When I work together in a small group, I have to find out what everyone else knows if I am going to be able to do the assignment.	1	2	3	4	5
In class we spend a lot of time working at our own desks.	1	2	3	4	5
I can learn important things from other students.	1	2	3	4	5
It is a good idea for students to help each other to learn.	1	2	3	4	5
In class we do not talk to other students when we work.	1	2	3	4	5
I like to be the best student in the class.	1	2	3	4	5
In class we work by ourselves.	1	2	3	4	5
Competing with other students is a good way to work.	1	2	3	4	5
I like the challenge of seeing who's best.	1	2	3	4	5
When I work together in a small group, the professor divides up the material so that everyone has a part and everyone has to share.	1	2	3	4	5
It bothers me when I have to do it all myself.	1	2	3	4	5
I don't like to be second.	1	2	3	4	5
I like to help other students learn.	1	2	3	4	5
When I work together in small groups, we cannot complete an					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
assignment unless everyone contributes.	1	2	3	4	5
I like my work better when I do it all myself.	1	2	3	4	5
When I work together in small groups, we have to share materials in order to complete the assignment.	1	2	3	4	5
I like to cooperate with other students.	1	2	3	4	5
Students learn a lot of important things from each other.	1	2	3	4	5
I like to compete with other students to see who can do the best work.	1	2	3	4	5
I try to share my ideas and materials with other students when I think it will help them.	1	2	3	4	5
I don't like working with other students in school.	1	2	3	4	5
I am happiest when I am competing with other students.	1	2	3	4	5
Working in small groups is better than working alone.	1	2	3	4	5
I like to do better work than other students.	1	2	3	4	5
I like to share my ideas and materials with other students.	1	2	3	4	5
I work to get better grades than other students do.	1	2	3	4	5
I do better when I work alone.	1	2	3	4	5
I like to work with other students.	1	2	3	4	5

APPENDIX D

SCHOOL ATTITUDE SURVEY

Listed below are a number of statements concerning school related attitudes. Rate each item as it pertains to you personally. Base your ratings on how you feel most of the time.

INDICATE THE RESPONSE BY CIRCLING THE APPROPRIATE LETTER. Be sure to answer all items. Also try to respond to each item independently, do not be influenced by your previous choice. Use the following scale to rate each statement.

A. Strongly disagree B. Disagree C. Agree D. Strongly agree

1.	Being a student is a very rewarding experience.	A B C D
2.	If I try hard enough, I will be able to get good grades.	A B C D
3.	Most of the time my efforts in school is rewarded.	A B C D
4.	No matter how hard I try I don't do well in school.	A B C D
5.	I often expect to do poorly on exams.	A B C D
6.	All in all, I feel I am a capable student.	A B C D

7.	I do well in my courses given the amount of time I dedicate to studying.	A B C D
8.	My parents are not satisfied with my grades in school.	A B C D
9.	Others view me as intelligent.	A B C D
10.	Most courses are very easy for me.	A B C D
11.	I sometimes feel like dropping out of school.	A B C D
12.	Most of my classmates do better in school than I do.	A B C D
13.	Most of my instructors think that I am a good student.	A B C D
14.	At times I feel school is too difficult for me.	A B C D
15.	All in all, I am proud of my grades in school.	A B C D
16.	Most of the time while taking a test I feel confident.	A B C D
17.	I feel capable of helping others with their classwork.	A B C D
18.	I feel teachers' standards are too high for me.	A B C D
19.	It's hard for me to keep up with my class work.	A B C D
20.	I am satisfied with the class assignments that I turn in.	A B C D
21.	At times I feel like a failure.	A B C D
22.	I feel I don't study enough for a test.	A B C D

23.	Most exams are easy for me.	A B C D
24.	I have doubts that I will do well in school.	A B C D
25.	For me, studying hard pays off.	A B C D
26.	I have a hard time getting through school.	A B C D
27.	I am good at scheduling my study time.	A B C D
28.	I have a fairly clear sense of my academic goals.	A B C D
29.	I'd like to be a much better student than I am now.	A B C D
30.	I often get discouraged at school.	A B C D
31.	I enjoy doing my schoolwork.	A B C D
32.	I consider myself a very good student.	A B C D
33.	I usually get the grades I deserve in courses.	A B C D
34.	I do not study as much as I should.	A B C D
35.	I usually feel on top of my work by finals.	A B C D
36.	Others consider me a good student.	A B C D
37.	I feel that I am better than the average student.	A B C D
38.	In most of the courses, I feel that my classmates are better prepared than I am.	A B C D
39.	I feel that I don't have the necessary abilities for certain courses in my major.	A B C D
40.	I have poor study habits.	A B C D

APPENDIX E

INTELLECTUAL ACHEIVEMENT RESPONSIBILITY-ADULT FORM

INSTRUCTIONS: This questionnaire describes a number of common experiences that most of you have in your daily lives. The statements are presented one at a time, and following each, there are two possible answers. Read the description of the experience, and choose the one alternative that you agree with the most. Even though you may tend to agree with both alternatives on some items be sure to choose the one with which you agree more. Please answer every item, giving only one answer for each one. Be sure to answer each question according to what you really feel.

1. If an instructor admits you to the advanced course he/she is offering, would it probably be
   a. because he/she wants to fill out the enrollment, or
   b. because you did well in prerequisite courses?
2. When you do well on an exam, it is more likely to be
   a. because you studied for it, or
   b. because the exam was especially easy?
3. When you have trouble grasping a new concept in class, is it usually
   a. because the instructor didn't explain it clearly, or
   b. because you didn't listen carefully?
4. When you read some material and can't remember much of it, is it usually
   a. because it wasn't well written, or
   b. because you weren't interested in it?
5. Suppose your advisor, counselor, or dean says you have been doing well.

6. Suppose you did better than usual in a course. Would it probably happen
   a. because you tried harder, or
   b. because someone gave you help?
7. When you lose at a game of cards or chess does it usually happen
a. because your opponent is good at the game, or
   b. because you didn't play well?
8. Suppose a person doesn't think you are very bright or clever.
   a. Can you change his/her mind if you try to or,
   b. Are there some people who will think you're not very bright no matter what you do?
9. If you find the solution to a puzzle quickly, is it
   a. because the puzzle was a fairly easy one, or
   b. because you worked on it with care?
10. If someone implies that you're stupid, is it more likely to be
   a. because they are annoyed with you, or
   b. because what you did wasn't really very bright?
11. Suppose you study for a certain profession but are not successful. Do you think that would probably happen
   a. because you didn't work hard enough, or
   b. because someone didn't give you help when you needed it?
12. When you understand a point clearly during a lecture, is it usually
   a. because you paid close attention, or
   b. because the instructor explained it well?
13. If an instructor praises your work in a course, is it
   a. because instructors tend to use praise to encourage their students, or
   b. because you are doing well in that subject?

14. If you find it hard to work out the answers to some review questions, would that probably be
    a. because you didn't study the assigned material well enough first, or
    b. because the instructor gave a poor set of questions?
15. When you can't recall a point presented in class, is it
    a. because it wasn't stated clearly enough, or
    b. because you weren't concentrating at the time?
16. Suppose you weren't sure about the answer to a question the instructor asked you, but your answer turned out to be right. Is this likely to happen
    a. because he/she wasn't particular as usual, or
    b. because you gave careful thought to your answer?
17. When you read some material and remember most of it, is it usually
    a. because you were interested in it, or
    b. because it was well written?
18. If you are working on a group project and your co-workers ignore the suggestion you make, this would probably be
    a. because your suggestions weren't very good, or
    b. because the group wasn't in a receptive mood?
19. When you don't do well on an exam, is it
    a. because the exam was especially hard, or
    b. because you didn't study for it?
20. When you win at a game like cards or chess, does it usually happen
    a. because you played very skillfully, or
    b. because your opponent didn't play well?
21. If people think you're bright or clever, is it
    a. because they happen to like you, or
    b. because you usually act that way?

22. If an instructor doesn't enroll you in his/her advanced course, would it probably be
    a. because the enrollment is full, or
    b. because your work in prerequisite courses wasn't good enough?
23. Suppose you don't do as well as usual in a subject. Would this probably happen
    a. because you weren't as conscientious as usual, or
    b. because others distracted you from your work?
24. If someone implies that you are bright, are they more likely to do so
    a. because you made some insightful remarks, or
    b. because they like you?
25. Suppose you became very successful in your profession. Do you think this would happen
    a. because other people gave you help when you needed it, or
    b. because you worked very hard to get there?
26. Suppose your advisor, counselor, or dean says you haven't been doing well. Is this more likely to happen
    a. because your work hasn't been very good, or
    b. because they are sometimes critical people?
27. Suppose you were showing a friend how to play a game and he/she had trouble learning it. Would that happen
    a. because he/she wasn't very good at this type of game, or
    b. because you didn't explain it clearly?
28. If you find it easy to work out the answers to some review questions, would that probably be
    a. because the instructor gave a good set of questions, or
    b. because you studied the assigned material well before you tried them?

29. When you recall a point made in class, is it usually
    a. because you were listening carefully, or
    b. because the instructor explained it well?
30. If you don't get a crossword puzzle completed, would that be more likely to happen
    a. because you didn't know the words that were needed, or
    b. because the word definitions were poorly written?
31. When a group you are working with adopts your suggestions, would that probably be
    a. because the group was in a receptive mood, or
    b. because your ideas were good?
32. Suppose you are explaining a procedure to a friend and he/she catches on quickly. Would that happen more often
    a. because you explained it well, or
    b. because he/she was naturally good at it?
33. Suppose you're not sure about the answer to a question the instructor asks you, and the answer you give turns out to be wrong. Is this likely to happen
    a. because he/she was more particular than usual, or
    b. because you answered too quickly?
34. If an instructor tells you to "try to do better," is it
    a. because they say that to most students to increase motivation, or
    b. because your work hasn't been as good as usual?

February 17, 1995

To Whom It May Concern:

Valerie Kuykendall-Rogers has my permission to use our Classroom Life Script in her thesis research and to reprint it in its entirety in the Appendix of her research. The Classroom Life Script is copyrighted, and may be duplicated without charge as necessary for the purpose of this research.

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Date: Nov. 20, 1993

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March 30, 1995

Joanne Rapp, Ph. D.
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Dear Dr. Rapp:

This letter is to provide confirmation that Ms. Valerie Kuykendall-Rogers use of the copyrighted measure, the Academic Self-Concept Scale, was purchased last year in conjunction with this study. The specific permission letter has been lost due to our moving from the downtown campus to Mallinckrodt.

Sincerely,

V. Scott Solberg, Ph. D.
Assistant Professor

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VITA

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THESIS APPROVAL SHEET

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The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the committee with reference to content and form.

The thesis is, therefore, accepted in partial fulfillment of the requirements for the degree of Master of Arts.

3/30/95
Date

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